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DEPARTMENT OF THE AIR FORCE
Aerospace Basic Course (AETC)
Maxwell Air Force Base, Alabama 36112

LESSON PLAN

A1110, AEROSPACE POWER ESSAY

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RECORD OF CHANGES

CHANGE NUMBER	REMARKS
New Lesson Plan	Supercedes ABC lesson OB30 dated 2 Oct 00

SUMMARY OF CHANGES

EDUCATIONAL GOALS

A1000 Area Objective: Apply aerospace power capabilities and officership principles to warfighting.

A1100 Phase Objective: Comprehend how the Air Force perspective on aerospace power enhances warfighting.

A1110 - AEROSPACE POWER ESSAY

Lesson Objective 1: Respond individually to the aerospace power essay assignment.

Sample of Behavior:

(S) 1.1 - Write an essay answering the aerospace power essay assignment without consulting other students.

Lesson Objective 2: Value the increase in comprehension of aerospace power gained during ABC, as indicated by the aerospace power essay.

Sample of Behavior:

(S) 2.1 - Share with others the increase in comprehension of aerospace power gained during ABC, as indicated by the aerospace power essay.

Lesson Description: Flight Commanders will give students directions, including the topic of the aerospace power essay assignment. Students will then write an essay as an overnight homework assignment. All students will receive the same assignment, but will write their essays individually. By the announced deadline, each student will hand in the essay to the Flight Commander for review. During a scheduled period near the end of the course, students will discuss the responses they wrote at the beginning of the course. After handing in the essays during the first week of the course, students will not see their work until this end-of-course discussion. When students review this “snapshot” of their pre-ABC comprehension of aerospace power, they will better appreciate the level of comprehension they have gained during ABC.

Prerequisites: None

Preparation: None

Optional: N/A

Rationale/Linkage: This lesson provides students their first chance to express their views on aerospace power. The students' essays will provide a measure of how well they understood aerospace power before the ABC course of instruction. Discussing the essays at the end of the course will give Flight Commanders another opportunity to assess students' understanding of the material covered in ABC. In addition, it will allow students another opportunity to share their thoughts and beliefs concerning aerospace power. Furthermore, the Aerospace Power Essay challenges students to make the most of the professional and educational opportunities at ABC. The Aerospace Power Essay also inspires students to continue their life-long learning in the Profession of Arms.

INSTRUCTIONAL PLAN

1. **TITLE AND LENGTH OF SEMINAR:** Aerospace Power Essay, (1:00)
2. **RELATION TO OTHER INSTRUCTION:** This lesson provides students their first chance to express their views on aerospace power. The students' essays will provide a measure of how well they understood aerospace power before the ABC course of instruction. Discussing the essays at the end of the course will give Flight Commanders another opportunity to assess students' understanding of the material covered in ABC. In addition, it will allow students another opportunity to share their thoughts and beliefs concerning aerospace power. Furthermore, the Aerospace Power Essay challenges students to make the most of the professional and educational opportunities at ABC. The Aerospace Power Essay also inspires students to continue their life-long learning in the Profession of Arms.
3. **GENERAL METHOD OF INSTRUCTION:**

a. **Presentation Method:** Guided discussion

b. **Time Outline:**

Segment Time	Total Time	Description
0:05	(0:05)	Introduction
0:50	(0:55)	MP I: Student Essay Discussion
0:05	(1:00)	Conclusion

c. **Instructor Preparation:**

- Review the lesson plan.
- Read student essays.
- Prepare for discussion based on essays.

d. **Instructional Aids/Handouts:**

- None

e. **Student Preparation:**

- None

f. Strategy: Flight Commanders will give students directions, including the topic of the aerospace power essay assignment. All students will receive the same assignment. Don't give the students guidance on how to answer the question! Be sure to explain that students must work individually, too--they should not share ideas with each other as they write the essay. Students will write their essays as an overnight homework assignment. By the announced deadline, each student will hand in the essay to the Flight Commander for review. During a scheduled period near the end of the course, students will discuss the responses they wrote at the beginning of the course. After handing in the essays during the first week of the course, students will not see their work until this end-of-course discussion. When students review this "snapshot" of their pre-ABC comprehension of aerospace power, they will better appreciate the level of comprehension they have gained during ABC. In the class discussion, be sure to encourage students to continue their life-long learning in the Profession of Arms.

g. References: N/A

4. DETAILS OF INSTRUCTION:

{Instructor Note: This lesson consists of two sessions--a session in Week 1 and another session in Week 4. For the session in Week 1, follow the guidance in Section 3. f., Strategy. For the session in Week 4, follow the guidance below.}

a. Introduction: 0:05 (0:05)

1) //Attention//

Almost four weeks ago, you wrote an essay about aerospace power. I have read each of them and I would venture to say many of you might have written something different if you had attended this course before you wrote the essay. Today we will discuss those essays and what you have learned in ABC.

2) //Motivation//

You may have heard the saying, “In order to succeed, one must do everything three times.” You may ask, why must one do things three times? Doesn’t the repetition imply that the first try was a failure? No! The first time you “do” something, you do it mentally: You think it through beforehand and plan it out. The second time you do something when you actually carry out your plan. Then, the third time you do something is again in your mind. This time, you study how well you did, or how you could have done something differently or better. Going through this process will ensure success. Now, you’ve already written the aerospace power essay twice--once when you planned what you’d write and again when you wrote it. Today, we’ll “write” it a third time. Let’s discuss what you’ve learned--what you understand better, now that you’ve almost graduated from ABC. Let’s consider how you would answer the question differently, today!

3) //Overview//

I’ll give back your essays now. Take a few minutes to read them. Then, we’ll discuss your essays and aerospace power. I’ll ask some general questions if you need a boost, and then I’ll wrap our discussion up at the end. Let’s get started!

{Instructor Note: At this time, give each student the essay that he or she wrote at the beginning of the course. Allow some time for the students to read their essays. Make sure all the students have read their essay before moving on. Be

prepared with your own notes on the essays. Know “who wrote what” so you can guide the discussion appropriately.}

b. MP I: Student Essay Discussion: 0:50 (0:55)

QUESTIONS (Responses to each will vary.)

Lead Off Question (LOQ): WHAT DO YOU THINK THE “RIGHT” ANSWER TO THE QUESTION WOULD BE? EXPLAIN YOUR RESPONSE.

Follow Up Question (FUQ): IF YOU DISAGREE WITH THAT PROPOSED ANSWER, WHY DO YOU DISAGREE?

{Instructor Note: Having read all the essays, you will have insight into how the students responded. Here, you can probe the students who may not have written well or thoroughly, to see if they now understand the material. Knowing “who wrote what” can also help you engage the students in discussion by sharing glimpses of opposing views.}

LOQ: WOULD YOU BE ABLE TO DEFEND YOUR ORIGINAL RESPONSE, AS YOU WROTE IT FOUR WEEKS AGO? WHY OR WHY NOT?

FUQ: HOW MANY OF YOU WOULD HAVE WRITTEN SOMETHING DIFFERENT AS A RESULT OF TAKING THIS COURSE? WHY?

LOQ: WHAT DO YOU KNOW ABOUT THE CORE COMPETENCIES NOW WHICH WOULD HAVE CAUSED YOU TO WRITE SOMETHING DIFFERENT, IF YOU KNEW IT FOUR WEEKS AGO? EXPLAIN.

LOQ: WHAT DO YOU KNOW ABOUT JOINT CAMPAIGN PLANNING NOW THAT WOULD HAVE CAUSED YOU TO WRITE SOMETHING DIFFERENT, IF YOU KNEW IT FOUR WEEKS AGO? EXPLAIN.

c. Conclusion: 0:05 (1:00)

1) //Summary//

{Instructor Note: Summarize the students’ input to the discussion. Point out areas in which the students improved their understanding of the concepts taught throughout the course.}

2) //Remotivation//

Many professional athletes use a technique commonly referred to as “visualization”: They concentrate on upcoming competitions and visualize how they will win. Win or lose, once the competition is over, those same athletes review their performance in their mind (as well as on recorded media). They are “doing things three times.” There is no reason you can’t apply this same principle to the decisions and actions you have to take on a daily basis. Doing so can make you a better officer. So, too, will continuing your study of the Profession of Arms.

3) //Closure//

Remember this as you progress through your careers. Think things through in your mind and plan them. Then, after accomplishing them, go over them again to consider what you might do different next time.